

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Stone Creek Elementary School	District Name	Irvine Unified School District
Street	2 Stone Creek South	Phone Number	(949) 936-5000
City, State, Zip	Irvine, CA 92604	Web Site	www.iusd.org
Phone Number	(949)936-6200	Superintendent	Mr. Terry Walker
Principal	Michael Shackelford	E-mail Address	twalker@iusd.org
E-mail Address	mshackel@iusd.org	CDS Code	30-73650-6096200

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

The mission of Stone Creek Elementary School is to enable all students to become contributing members of society empowered with the knowledge, skills, and values necessary to meet the challenges of a changing world.

Located in the village of Woodbridge, in the city of Irvine, Stone Creek is a neighborhood school with an enrollment of 532 students in grades Kindergarten through Grade Six. Stone Creek's educational program features a strong academic focus in a structured and supportive environment. We provide a safe and nurturing school environment where all students are challenged to reach their maximum potential. Parents and staff work in partnership to ensure that every child is successful. Our offerings this year have included GATE clusters in classrooms, special education support, Early Intervention Reading Model support for grades K-1 and Read Naturally for students in grades 2-3, Aleks After-School supplemental math instruction, and instructional support for our English Language Learners, and regular education classes. Stone Creek is identified as a Title I school. We are also fortunate to have a number of minority students representing a variety of ethnic backgrounds and different languages, which adds to the rich diversity of our school.

Each of our teachers participates in a variety of staff development activities designed to enhance their professional skills. Our curriculum specialists provide enrichment in art, music, and science, and our support staff provides assistance and reinforcement of essential skills.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Stone Creek Elementary School is a neighborhood school in a community that places a high value on education and the importance of the home and school partnership. Parent participation is valued and there are numerous opportunities for parent volunteers at Stone Creek. We have parents, grandparents, and community members volunteering in classrooms, participating in School Site Council and PTA activities, assisting with fundraising, political action, community service, and a wide range of committees which are so vital to providing a successful learning environment for all students. Parents also have the opportunity to participate in the District English Language Advisory Committee, the GATE Community Advisory Committee, and the Special Education Advisory Committee.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	65
Grade 1	95
Grade 2	79
Grade 3	72
Grade 4	83
Grade 5	74
Grade 6	68
Total Enrollment	536

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7	White	44.6
American Indian or Alaska Native	0.2	Two or More Races	6
Asian	29.7	Socioeconomically Disadvantaged	5.8
Filipino	1.7	English Learners	20.5
Hispanic or Latino	11.6	Students with Disabilities	7.3
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.5	0	2	0	32.3	0	2	1	32.5	0	1	1
1	19.0	4	0	0	25.3	0	3	0	31.7	0	3	0
2	20.0	4	0	0	21.7	0	3	0	31.5	0	2	0
3	19.7	3	0	0	23.0	0	3	0	27	0	2	0
4	35.0	0	0	2	32.0	0	2	0	33.5	0	0	2
5	35.0	0	0	2	34.5	0	0	2	28.5	0	2	0
6	35.0	0	0	2	35.0	0	0	2	34	0	0	2
Other	0.0	0	0	0	0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Stone Creek School has developed a comprehensive Safe School Plan. Our plan is evaluated and amended, as needed by the School Site Council and/or staff. Key elements of the plan include: 1) Assessing the current status of school crime committed on the school campus and at school-related functions, 2a) Child Abuse Reporting procedures, 2b) Disaster procedures – routine and emergency, 2c) Policies for suspension, expulsion and mandatory expulsion, 2d) Procedures for Notification of staff regarding dangerous students, 2e) Policies on sexual harassment, 2f) Policy related to school dress code, especially gang-related apparel), 2g) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school, 2h) Procedures that create a safe and orderly environment conducive to learning at school, 2i) Rules and procedures on school discipline.

In addition, monthly emergency drills are conducted. Emergency supplies are stored in classrooms and strategic locations throughout the school.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0.19	0.37	2.84	3.52	2.95
Expulsions	0	0	0	0.18	0.18	0.22

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

Stone Creek Elementary school opened in 1978 and completely modernized during the summer of 2009. Our facility includes fifteen modified self-contained classrooms within the main building and seven relocatable classrooms to serve our student population. Stone Creek includes a library/media center, which houses both books and computers. A separate multipurpose room is the setting for assemblies, programs, and music instruction. One classroom has been modified to house a modern computer lab, with 36 computers (all with cd-rom drives and internet connections). All classrooms are connected to the internet, and LCD projectors have been installed in each classroom.

We continue to focus on providing a safe environment for our students and have worked with the Irvine Police Department and our parent community to develop a drop off and pick up system that keeps traffic flowing more effectively in a parking lot that was never designed for the current level of use.

Supported by Maintenance and Operations staff and Grounds staff, our custodial staff is dedicated to keeping our building and grounds clean and safe for all students and staff. Our playground and blacktop areas are well-maintained and playground equipment was recently upgraded on the main play area and the kindergarten area.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	20	19	17.6	1015
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.06	0.94
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99.03	0.97

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0.7	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	0.8	---
Other		---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Foreign Language	N/A	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,390	\$331	\$4,059	\$73,714
District	---	---	\$4,345	\$72,136
Percent Difference: School Site and District	---	---	-6.58%	2.19%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-25.59%	6.51%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

For 2010-11, Stone Creek Elementary School received special funds in the amount of \$56,736. The majority of these funds were spent on personnel, materials and supplies to serve the unique educational needs in the following programs:

\$27,421 - Economic Impact Aid /English Language Acquisition Program

\$29,315 - School Improvement

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,922	\$42,017
Mid-Range Teacher Salary	\$71,298	\$67,294
Highest Teacher Salary	\$92,163	\$86,776
Average Principal Salary (Elementary)	\$109,913	\$108,534
Average Principal Salary (Middle)	\$114,353	\$112,893
Average Principal Salary (High)	\$128,780	\$123,331
Superintendent Salary	\$227,784	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	88	88	91	80	81	82	49	52	54
Mathematics	89	91	91	78	79	79	46	48	50
Science	96	96	93	84	86	88	50	54	57
History-Social Science	N/A	N/A	N/A	71	74	76	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	82	79	88	76
All Student at the School	91	91	93	N/A
Male	90	92	98	N/A
Female	91	91	88	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	96	100	93	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	77	77	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	91	90	98	N/A
Two or More Races	91	94	0	N/A
Socioeconomically Disadvantaged	77	77	0	N/A
English Learners	83	95	81	N/A
Students with Disabilities	63	73	0	N/A
Students Receiving Migrant Education Services				N/A

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.6	17.4	60.5

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	10

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	31	13	1
Black or African American			
American Indian or Alaska Native			
Asian	30	-3	14
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	32	15	4
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners		20	10
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	365	959	20,192	921	4,683,676	778
Black or African American	8		438	809	317,856	696
American Indian or Alaska Native	1		111	869	33,774	733
Asian	105	991	8,594	962	398,869	898
Filipino	6		582	920	123,245	859
Hispanic or Latino	40	879	1,785	822	2,406,749	729
Native Hawaiian/Pacific Islander	2		77	853	26,953	764
White	173	961	7,160	907	1,258,831	845
Two or More Races	11	883	419	915	76,766	836
Socioeconomically Disadvantaged	26	843	2,213	815	2,731,843	726
English Learners	82	959	3,621	880	1,521,844	707
Students with Disabilities	37	839	1,964	761	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	3

XI. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Each year our district and school offer professional growth opportunities for all staff. The focus of professional growth is around the implementation of new curriculum and/or materials, enhancing effective teaching strategies, and district and school-wide continuous improvement efforts. Staff members attended 1 6-hour training and 6 2-hour trainings during the school year.